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DEVELOPMENT OF HUMAN RESOURCES THROUGH A VOCATIONALLY ORIENTED EDUCATIONAL PROGRAM FOR DISADVANTAGED FAMILIES IN DEPRESSED RURAL AREAS. INTERIM REPORT 1.

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A project for developing an effective vocationally-oriented educational program to utilize the capabilities of economically and socially handicapped rural youth was divided into five major phases: (1) an in-depth study of the characteristics of a cross section of families in which the model educational program was tried, (2) an in-depth study of the most severely disadvantaged, both economically and socially, (3) development of a tentative model educational program, (4) experimental evaluation and demonstration of the model, and (5) the final analysis of data and writing of final reports. Contained in the appendixes are the major event chart, information collected, instrumentation, and a list of phase I through phase IV activities. Interim reports II and III for this project are available as VT 007 126 and VT 007 125. (DM)

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PROJECT READY

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Interim Report No. 1

ProjecT No. 5-0125
Contract No. OE-5-85-041

Development of Human Resources Through A Vocationally Oriented Educational Program For Disadvantaged Families in Depressed Rural Areas

Gerald R. Fuller
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September 1968

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This project, commonly referred to as Project REDY (Rural Education-Disadvantaged Youth), will result in the development of a vocationally oriented, family-centered educational program that can be used by educators to help severely disadvantaged families overcome the social and psychological pressures which inhibit their advancement in the affluent American society. One focus of the research is on making economically depressed rural areas a better place in which to live by developing the human resources within the areas. This is the first in a series of preliminary reports published to disseminate the findings of Project REDY.

Lloyd J. Phipps, Project Director
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TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
	Official title	1
	Directors	1
	Funding agencies	1
	Duration	1
	Statement of problem	1
	Status	1
	Importance	1
	Situation	2
	Rationale	3
II.	DESCRIPTION	5
	Objectives	5
	Population	6
	Treatment	6
	Innovations	8
	General design	8
	Data and instrumentation	9
	Analysis and evaluation	10
III.	ACTIVITIES COMPLETED	13
	Phase I	13
	Phase II	13
	Phase III	13
	Phase IV	14
	Phase V	15
IV.	FUTURE ACTIVITIES	16
	Appendix A--Major Event PERT Chart	17
	Appendix B--Information Collected	24
	Appendix C--Instrumentation	26
	Appendix D--Phase I Activities	28
	Appendix E--Phase II Activities	30
	Appendix F--Phase III Activities	31
	Appendix G--Phase IV Activities	33
	BIBLIOGRAPHY	34

FOREWORD

The Roman philosopher Seneca wrote, "It is not the man who has little, but he who desires more, that is poor." The special needs of people who are classified by society as being socially and economically disadvantaged are "highlighted" only when these people are compared with, or compare themselves with their more affluent cousins. The power of comparison has recently multiplied rapidly with the advent of modern communications and improved methods of travel. The people with special needs are being continuously informed in a multitude of ways that they are failures in the eyes of their society, and that they should desire more from society.

The building of the desires of disadvantaged people to obtain more of the material and nonmaterial benefits of the affluent American society is, in itself, not a bad thing. However, American society has failed to provide in a planned, systematic manner the ways and means to prepare the disadvantaged people to satisfy their desires. As a result, many of the less advantaged people are telling American society that they must be given either the opportunities for improving their way of life so it will compare with what they believe is the way of life of the more affluent members of society or, they must be given the things which will make their way of life more comparable to the way of life they associate with the affluent members of society. The recent major disturbances in the big cities of America indicate a large segment of the disadvantaged population has decided that society will not provide the opportunities for improvement or that improvement is coming too slowly.

The research conducted as part of this project focuses upon two major aspects of the problem confronting families that are socially and economically disadvantaged and live in rural areas that are economically depressed. The major focus of the research is upon the development of a way to help the disadvantaged families become better prepared to take advantage of opportunities available to them to make their way of life more comparable to the way of life of the more affluent segment of society. The research also focuses upon the identification of positive aspects of family living which occur in rural areas and need to be brought to the attention of both the families living in country areas and the families living in urban areas in order to provide more realistic comparisons of life in different segments of American society.

I. INTRODUCTION

Official title. Development of Human Resources Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas. (The more commonly used short title is Project REDY. REDY contains the initial letters of the descriptive terms, Rural Education-Disadvantaged Youth.)

Directors. Project REDY was conceived by and directed jointly by two members of the faculty of the Vocational and Technical Education Department, University of Illinois. Dr. Lloyd J. Phipps is the Project Director and Dr. Gerald R. Fuller is the Associate Director.

Funding agencies. Project REDY is being conducted by the University of Illinois under contract with the Division of Comprehensive and Vocational Education Research of the U.S. Department of Health, Education and Welfare. (Contract No. 5-85-041)

Duration. Project REDY was initiated June 1, 1965, and is scheduled to terminate June 30, 1970.

Statement of the problem. The problem defined in its simplest terms is that of generating an effective vocationally oriented educational program that will bring about a greater utilization of the present and potential capabilities of rural youth who are economically and socially handicapped.

Status. Project REDY is now entering the phase which will have the greatest impact on Illinois and other regions of the nation. Meaningful, preliminary findings can now be disseminated to interested persons and exemplar educational program centers are presently being developed. The project was designed to be conducted in five correlated phases. At the time of the writing of this report Phase IV of the research was nearing its midpoint. Phase IV is the "experimental-demonstration" or "exemplar" aspect of Project REDY.

A model for a family-centered, vocationally oriented educational program has been nearly completed. The development of this model educational program has involved one on-site coordinator who has been working with 15 families. The exemplar programs have been ititiated in five additional centers. A total of 73 families containing 347 individuals are presently being reached by the six on-site coordinators.

On-site experiences gained as part of the research and the analysis of the accumulated information have been synthesized into what the researchers consider will be an effective educational approach to meeting some of the special needs of rural, disadvantaged families. The development of a model educational program has been 80 percent completed. The first stages of the model educational program are being tested in five exemplar program centers. The testing of the model educational program will be completed by the fall of 1969.

Selected aspects of the accumulated data have been examined in terms of the real on-site experiences gained as the model educational program has been developed. Important findings have been identified by the researchers and preliminary reports of these findings are being prepared to disseminate the information to all interested people.

Importance. President Lyndon B. Johnson has indicated the need for a nation-wide attack on poverty. The United States has 35 million persons existing under

deprived economic conditions with at least six of these 35 million living in rural areas.[1] Recent estimates are that some 14 million rural residents are living in deprived economic conditions. Many of these millions of people are youth living in certain rural communities, where the inhabitants are becoming progressively and significantly more disadvantaged each year. The schools in these economically depressed rural areas have been unable to equal the general increase in quality and variety of educational opportunities that are being provided across the country.[2] Youth in these areas are handicapped and unable to compete for a better way of life. Their continuing inability to compete for a better way of life may sooner or later seriously threaten our democratic system of government. The mainstream of American society is moving further and further from the disadvantaged youth in rural areas.

A vocational-oriented educational offensive against poverty in rural areas may produce both social and financial improvements. Economists estimate that, by 1980 improved work opportunities for rural people could add 40 billion dollars a year to the gross national product of the United States.[3] Vocationally, educationally and psychologically unprepared rural youth migrate daily to urban areas to seek employment and they are often unable to compete successfully for the jobs in these areas. The initial out-migration of rural youth often becomes a shuttle migration of the unsuccessful which further complicates the problem in rural areas. Correction of the problem should begin in depressed rural areas and not be delayed until urban areas are forced to deal directly or indirectly with these dropouts from society. The prospects for an improved society indicate the importance of effective educational programs for rural youth who are socially and economically disadvantaged.

Success in the fight against poverty in rural areas depends on sound educational programs that will bring about desirable changes in attitudes, behaviors, and vocational competence. Behavioral scientists need information that will help them develop ways and means by which the present and future wealth of human resources in rural areas can be realized. This research project will provide important anthropological, economic, psychological and sociological data plus identifying benchmarks for the development of effective educational programs for depressed rural areas.

Situation. For some time, schools and other educational agencies have attempted to provide effective education for youth and adults in disadvantaged rural families. These efforts have been rather unsuccessful. They have often not obtained the interest, attention or support of disadvantaged rural family members. The holding power of schools for the youth and adults of disadvantaged rural families has been poor, and the persons who remained in school have often not profited from their educational experiences to the extent that other students have profited.[4] Providing effective education for this group of people through nonschool educational agencies has also been equally unsuccessful.

1/"The Poor Among Us," The Farm Index, Vol. III, November, 1964, p. 10.
2/Theodore W. Shultz, "Underinvestment in the Quality of Schooling in the Rural Farm Areas," Increasing Understanding of Public Problems and Policies, 1964, pp. 12-34.
3/"The Poor Among Us," p. 10.
4/Grant Venn, Man, Education and Work, pp. 1-29.

The attitudes of families influence the way youth develop. Family attitudes learned by many disadvantaged rural youth are not conducive to the development of their full educational and employment potential. Most existing and proposed vocational education programs for disadvantaged youth focus primarily on the youth and fail to give adequate attention to their functioning as members of families. Thus an important root of their problem is neglected.

Existing educational programs depend on the indirect or "fall-out" process as the means of changing family attitudes so that they will be supportive of optimum vocational education. They assume that disadvantaged youth who receive vocational education will develop desirable attitudes toward work and vocational education and will transmit these attitudes to their families. This is a false assumption. The result is that the educational efforts of schools are often ineffective because they are in conflict with family mores. Those disadvantaged rural youth who benefit from present vocational programs often leave home without affecting materially the attitudes of their families. Thus, the other family members remain in the community unchanged, and the problem is repeated and often intensified for the younger youth in these families. Total and relatively permanent rural area improvement is not accomplished through such a process.

Vocational education with federal support has been available in excess of 50 years. However, it has had little impact on disadvantaged rural youth because they have not often taken advantage of even the meager opportunities available to them. In the future, their vocational education opportunities will be increased materially through the establishment of area vocational and technical schools. They will not take optimum advantage of these opportunities, however, unless changes are made in the way vocational education programs are presented to them. The treatment which will have a family focus and be described in the following section of this proposal will have as its major thrust the elimination of the barriers to vocational education and the providing of effective freedom for vocational education.

Rationale. The vocationally oriented educational program being developed in this project is based on the belief, supported by previous research, that the primary "bottlenecks" to the development of vocational competence for gainful employment among disadvantaged youth and adults in rural areas are fivefold:

1. The failure to obtain the effective attention of deprived rural families.[5] The model educational program will obtain and maintain the attention of disadvantaged rural families by involving them in planning their own educational programs, instead of providing a program for them and then inviting them to participate or by imposing a program upon them.

2. The failure to create readiness for learning.[6][7] The model educational program will create learning readiness by involving the families in studying their present work activities and their outcomes. This is a "starting-where-they-are" approach. The assumption is often made that disadvantaged youth and adults desire to change or are ready to change.

5/U.S. Department of Health, Education and Welfare, Training the Hard-Core Unemployed, A Demonstration-Research Project at Virginia State College, Norfolk Division, pp. 9-16.

6/Elizabeth Douvan, "Social Status and Success Striving," Journal of Abnormal and Social Psychology, Vol. 52, No. 2, March, 1956, pp. 219-23.

7/Lloyd J. Phipps, Comprehensive Young Farmer Programs, A Case Group Study, p. 37.

This is a false assumption. Disadvantaged youth and adults are often more fearful of change than they are of continuing in their present capacity. Only a program that "starts where they are" and develops readiness, instead of providing or imposing a program, has a chance of success.

3. The failure to recognize the importnace of family ties.[8/9/] Families are very important to disadvantaged rural people. A family provides a security bulwark against, from their viewpoints, the nondependable and often frightening milieu of society. The model educational program utilizes the family as a basic educational unit. This will provide security to individual family members and create readiness for participation in specialized vocational education activities.

4. The failure of disadvantaged rural family members to assess their problems, define their objectives, identify possible alternatives for solving their problems, select definite objectives, and plan a program for obtaining these objectives.[10/11/12/] Disadvantaged rural family members, youth and adults, have not learned how to do these things and the first educational undertaking must be directed toward developing abilities in the performance of these tasks.[13/14/] Most existing educational programs for disadvantaged rural families disregard this essential step in the educational process. Educational opportunities are offered, but the disadvantaged ignore them or rebel against them because they are not ready for them. They have not been involved in a program of the type being advocated in this proposal. The family focused meetings contained in the model educational program are the advance organizers necessary for later specialized vocational education.[15/]

5. The failure to involve the lay citizens, at all economic levels, in the development and identification of opportunities, the providing of psychological support for the educational programs of the disadvantaged rural families, and the teaching of specialized vocational skills and abilities needed by disadvantaged youth and adults.[16/] Professional educators, with their middle-class values and personal biases, determine the program. The result is that these programs do not reflect the needs of disadvantaged rural youth.

8/Melvin L. Kohn, "Social Class and the Exercise of Parental Authority," American Sociological Review, Vol. 24, No. 3, June, 1959, pp. 364-65.

9/Frank Riessman, The Culturally Deprived Child, pp. 37-48.

10/Donald R. Miller and Guy E. Swanson, Inner Conflict and Defense, p. 24.

11/Hyman Rodman, "On Understanding Lower Class Behavior," Social and Economic Studies, Vol. 8, No. 4, December, 1959, pp. 441-50.

12/Jerome Siller, "Socio-Economic Status and Conceptual Thinking," Journal of Abnormal and Social Psychology, Vol. 55, No. 3, November, 1957, pp. 365-71.

13/Phipps, p. 37.

14/Frank Riessman, "Workers' Attitudes Toward Participation and Leadership," 1955, 196 pp.

15/David P. Ausubel and Donald Fitzgerald, "General Learning and Antecedent Learning Variables," Journal of Educational Psychology, Vol. 53, No. 6, December, 1962, pp. 243-49.

16/U.S. Department of Health, Education and Welfare, Training the Hard-Core Unemployed, A Demonstration-Research Project at Virginia State College, Norfolk Division, Cooperative Research Monograph No. 13, pp. 9-16.

II. DESCRIPTION

The project involves the (1) development of a model vocationally oriented educational program that will cause youth and other members of disadvantaged rural families to become interested in vocational education and to take advantage of vocational opportunities and (2) evaluation of the model educational program by using experimental techniques.

The project, through a focus on families, is designed to create readiness for effective vocational education and to motivate participation in vocational education programs. The changing of family attitudes through a direct-action educational program should provide opportunities for each family member to complement and supplement the vocational education development of other family members. Such a program also provides for interaction among families and the development of desirable attitudes toward vocational education among youth and their parents. The end result will be that some disadvantaged rural youth will utilize vocational education opportunities to prepare themselves for gainful employment outside their communities, while others will utilize their developing vocational competence to improve the economic and social situation in their depressed rural communities.

A family resource development program can be used to generate desirable change in disadvantaged rural youth because it will obtain and hold the interest and attention of families. It will create "readiness" for change and for vocational education. It will create effective freedom and desire to utilize the opportunities provided by the Vocational Education Act of 1963, the Rural Area Development Act, the Manpower Development and Training Act and the Economic Opportunities Act as they were intended to be utilized when enacted by Congress. Disadvantaged rural youth will be motivated and supported in their efforts to obtain the vocational competence necessary for gainful employment in satisfactory occupations, for advancement in occupations in which they are presently employed, for becoming self-employed or for improving their self-employment status. Improvement of the socioeconomic status of families will result in the improvement of the depressed rural areas in which they live.

Vocational education programs in rural areas have usually concentrated on teaching for vocational competence, a subject-centered approach. This approach usually does not work with disadvantaged rural youth. The model vocationally oriented program, developed and tested under experimental conditions in Project REDY, will instead focus on families as a means of (1) obtaining and maintaining the interest of youth and other family members, (2) raising family members to the level of readiness necessary for a realistic confrontation of reality regarding their socioeconomic situation, (3) helping family members arrive at decisions which relate to the improvement of their socioeconomic status, (4) providing families and family members with opportunities for carrying out their decisions, (5) providing psychological and guidance support during this process, and (6) evaluating the outcomes.

Objectives. The title and description of the model educational program proposed implies the following broad objectives for the project:

1. Study in depth a selected depressed rural area to identify the anthropological, economic, psychological and sociological conditions and trends that typify the area.

2. Develop and conduct a model preparatory and supplemental vocationally oriented education program, specifically designed for members of disadvantaged rural families, which will lead to the gainful employment of youth.

3. Evaluate through an experimental treatment the model program in terms of the processes used and the results obtained.

These primary objectives include the following subobjectives:

1. Identify the characteristics of disadvantaged rural families and family members in depressed rural areas.

2. Identify the conditions, trends and positive cultural aspects that have implications for vocationally oriented educational programs in depressed rural areas.

3. Identify effective techniques and procedures for use in attracting the attention of formerly "unreachable" disadvantaged rural families.

4. Identify effective techniques and procedures that will develop a sense of awareness and readiness for desirable change on the part of disadvantaged rural youth and other family members.

5. Identify effective techniques and procedures that can be used to match "ready" youth and adults with the most appropriate vocational training and economic assistance programs available under present and future legislation.

6. Measure and interpret the results of the processes developed and tried out in the model program.

7. Measure and interpret the overall results of the model program.

8. Develop guidelines for a vocationally oriented program that various types of communities may use to attack the educational problems of disadvantaged rural youth.

Population. In the literature on poverty a family is considered as economically disadvantaged if the annual family income is less than $3,000. According to the 1960 U.S. Census, there were 59,303 rural families in Illinois, both Negro and white, that would be classified as economically disadvantaged. In this group 17,129 families had an annual family income of less than $1,000 and 36,606 had an annual family income of less than $2,000. The disadvantaged rural families, primarily concentrated in 20 counties, served as the population universe for this research.

Treatment. The principal investigators for this study have had experience in providing vocational education for and conducting research involving disadvantaged rural youth and disadvantaged rural families. From these experiences, they developed techniques and educational strategies which they believed would eliminate many of the barriers to effective participation of the disadvantaged in vocational education programs.

The model vocationally oriented program was designed to:

1. Obtain the attention and interest of disadvantaged rural youth by involving them and their families in organizing and planning meetings to discuss their

concerns relating to family resource development. A teacher with the competencies needed was employed as a staff member of the local public school in each community studied to involve families in planning and conducting these meetings. These family groups met approximately once a month, year round. All family members were invited to attend these meetings.

2. Provide educational assistance at the family group meetings and during individual sessions. The content of this instruction was focused upon family resource development. The teacher employed to organize the family group meetings provided the instruction, with the help of others.17/

   This instruction was designed to:

   a. Motivate and assist the families, including the youth involved, in the task of analyzing critically the socioeconomic, psychological, and other dimensions of their situation.

   b. Encourage the defining of family socioeconomic goals and vocational goals for individual family members, especially the youth.

   c. Identify alternative actions possible for promoting achievement of family and individual goals.

   d. Guide and encourage the selecting of alternative(s) to be tried.

   e. Plan action programs including vocational education to realize alternative(s) selected.

   f. Encourage the completion of the action programs planned and the evaluation of the results. The vocational education opportunities now available and those that could be made available were utilized. An area vocational and technical school existed in the major depressed rural area of the state.

3. Help the communities involved to mobilize for providing members of disadvantaged rural families with opportunities to obtain the initial vocational competencies and economic assistance needed for gainful employment by:

   a. Involving local public school teachers and administrators.

   b. Involving lay citizens.

17/It was anticipated that the family group meetings would continue throughout the treatment period and that the preceding "a" through "e" aspects of the program would require approximately one year.

Implementation of "a" through "f" involved developing rapport, helping the families collect and analyze information regarding their economic situation, determining potentials and possibilities for gainful employment (including gainful self-employment), formulating and defining economic and social objectives based on a realistic assessment of their economic, social and personal characteristics, considering alternative opportunities, selecting occupational goals and planning educational programs to prepare family members to realize their occupational goals, and the developing of procedures for evaluating changes which take place.

c. Assisting in identifying and organizing local educational programs, which might include employment of special vocational competencies which presently employed teachers are not capable of teaching.

d. Involving the local area vocational and technical education institution in providing appropriate instruction not available in the local community.

e. Assisting in identifying and organizing educational and economic assistance programs available to communities or members of communities through the Rural Area Development Act, the vocational acts, and so forth.

Innovations. The treatment described has resulted in the development of a model vocationally oriented program with a number of innovations. The broad innovations include:

1. Providing preparatory and supplemental vocationally oriented education to attract the attention and develop readiness among "unreachable" disadvantaged rural family members.

2. Matching "ready" individuals with the appropriate training and economic assistance opportunities offered through the Rural Area Development Act, Economic Opportunities Act, Vocational Education Act and so forth.

3. Changing the environment of the children by improving attitudes and competencies of family members.

4. Placing emphasis on the involvement of participants in planning and promoting their educational program.

5. Using situation analysis to develop with the disadvantaged families an awareness of the present situation and the ability to face reality.

6. Applying knowledge of social interaction within and between disadvantaged families in developing educational programs.

7. Involving total communities in promotion and supportive activities.

General design. Project REDY was divided into the following five correlated phases. Each phase was subsequently divided into the major steps indicated.

Phase I. Community Study

Step 1. Determine the universe of depressed rural communities in the state.

Step 2. Analyze the depressed rural areas of Illinois and select a typical depressed rural area for further study.

Step 3. Study in depth the depressed rural area selected to obtain anthropological, economic, psychological and sociological data about the area and its inhabitants.

Phase II. Study of Sample Population

Step 1. Identify the disadvantaged families living on an acreage of land in the selected depressed rural area.

Step 2. Select by random the families to be involved in the study.

Step 3. Collect anthropological, economic, psychological and sociological data from sample.

Phase III. Developmental

Step 1. Randomize families in Phase II into one experimental and two control groups.

Step 2. Define and try out the model program described in Part II of this proposal.

Step 3. Analyze and evaluate the results of the model program developed during this phase of the study.

Phase IV. Exemplar

Step 1. Select by random five additional depressed rural communities from the total universe and study the characteristics of each of these communities

Step 2. From the total universe of depressed rural communities match each of the randomly selected communities with another community.

Step 3. Select the communities that will serve as the treatment or experimental community.

Step 4. Apply the model program developed in Phase III in the five experimental communities.18/

Step 5. Analyze and evaluate results to determine implications regarding the use of the model program.

The PERT technique was adapted to facilitate the effective allocation of staff resources and financial resources, and to provide a guide for the management of the multitude of events and activities involved in Project REDY. The PERT network of major events can be found in Appendix A.

Data and instrumentation. The study in depth of the depressed rural community selected utilized existing data available from (1) the schools, (2) Illinois State Employment Service, (3) Cooperative Extension Service, (4) Farm and Home Administration (5) welfare agencies, (6) churches, (7) law enforcement agencies, (8) Office of Economic Opportunity, and (9) other appropriate agencies that operated in the community These data were supplemented by interviews to obtain additional information. Examples of the types of information collected may be found in Appendix B.

18/The five communities would permit analysis of interaction effects of teaching personnel. They would provide additional evidence relating to the external validity of the model program. The control communities would be given consultant service to compensate for possible Hawthorne Effect on teaching personnel in the experimental program.

Standardized test results were available from the schools. However, it was necessary to administer standardized tests to family members to obtain needed additional data. To the extent possible, this testing was done through existing agencies or during the interviews with the families. The standardized instruments used were the Sims SCI Occupational Rating Scale, Minnesota Survey of Opinions, Wants and Satisfaction Scale, Your Leisure Time (Part 1 and Part 2), Gordon's Occupational Check List and Community Solidarity Index. In addition, a family data record instrument was developed for use in this research. (Descriptions of these instruments can be found in Appendix C.)

Standardized instruments or specially developed instruments were used to obtain the following information (criterion variables):

1. Aptitudes and abilities.
2. Attitudes and aspirations.
3. School behavior of family members.
4. Vocational behavior of family members.
5. Economic situation (using indexes to compensate for changes in value of dollar).
6. Social behavior of family members.
7. Citizenship behavior of family members.
8. Farming practices.

Analysis and evaluation. Desired changes do not occur instantly but extend over a continuum. Therefore, evaluation should not be limited to determining the success in bringing about a desired final change. Evaluations need to be made, and were made in this project, at different points on the continuum. A descriptive analysis will be used to report the findings resulting from the depth study of the selected depressed rural community and its inhabitants, and to report many of the observations made during Phase III (Developmental) and Phase IV (Examplar).

Phase III (Developmental) has a pretest-posttest design that may be schematically diagrammed as follows:

Selection process	Group	Pretest	Treatment	Posttest	Extended posttest
R^1	1	0	X	0	0
R^1	2	0		0	0
R^1	3			0	0

For Phase III (Developmental), families in the treatment group will receive the model vocationally oriented educational program. The families in the control group will receive no special treatment but will have available to them the regular educational opportunities available to all citizens in the area in which they live.

The second control group will be posttested only as a check on "Hawthorne Effect" and other effects of the pretesting activities. Records of continuous observations will be kept and used to evaluate the program. Individual family members in the study leaving and returning to the community will remain in their appropriate group and data will be collected on them.

For Phase IV (Exemplar) the research design may be schematically presented as follows:

Selection process	Communities	Pretest	Treatment	Posttest
R^1	1 1a	0	X	0
R^1	2 2a	0	X	0
R^1	3 3a	0	X	0
R^1	4 4a	0	X	0
R^1	5 5a	0	X	0

For Phase IV, the families in the experimental communities will receive as a treatment the refined model program developed in Phase III. The families in the control communities will be handled in the same manner as the control families in Phase III. Phase IV (Exemplar) will provide an evaluation in various types of realistic situations of the model program. Such evaluations will reveal the implications of the model program for educating disadvantaged rural youth.

In both Phase III (Developmental) and Phase IV (Exemplar) of the study, the primary null hypothesis is that change in behavior, as operationally defined by criterion instruments, will be equal between the experimental groups and the control groups.

A test using chi-square will be used, for example, to ascertain whether or not there is a significant difference between employment status at the pretest and posttest dates. This test may be visualized as follows:

Status of Employment at Pretest and Posttest

Employment Status at Pretest

A. Nonfarm employment.

B. Part-time nonfarm employment and part-time farming.

C. Farming.

Employment Status at Posttest

A	B	C

Other variables such as employment decisions or vocational education decisions may be tested, using chi-square, as to consistency with reality as judged by the staff or others. These tests may be visualized as follows:

Vocational Education Decisions Consistent with Reality
As Privately Appraised by Staff or Others

Group	Decision: Consistent	Decision: Not consistent
Experimental		
Control		

For interval scale data the analysis of covariance statistical model will be used. Observations made prior to treatment (pretest data) will be used to describe the sample populations and for covariate data such as age of head of family or initial economic level. Space will not permit inclusion of statistical details, but the following presentation relating to the analysis of Phase IV (Exemplar) of the study will indicate the type of statistical tests planned.

Analysis of Covariance

Control variable: Pretest score X

Criterion variable: Posttest score Y

	Source of variance	d.f.	Type of variance	
A.	Between means of experimental and control groups	1	Fixed	A+AB+E
B.	Among 5 communities crossed with treatment (paired)	4	Random	B+E
C.	Among 10 families within each of 10 communities	80		E
A X B	Interaction of community pair with treatment	4		AB+E

The error term will be calculated and the main effect of A tested.

III. ACTIVITIES COMPLETED

The purpose of this section of the publication is to report the major Project REDY activities which have been completed at the time this report was published. Reports of important findings have been and will continue to be published in preliminary form periodically during this project as well as in final form at the conclusion of the research.

Phase I. The first phase of Project REDY focused upon an in-depth study of the characteristics of a cross-section of families residing in the economically depressed rural area in which the model educational program was tried out.

The in-depth survey of a cross-section sample of families residing in the main study area was completed. Information regarding the dimensions selected for study was collected or a 12 percent sample of all 2,073 families. The data represented a total of nearly 1,120 individuals. A cadre of trained interviewers consisting of four University staff researchers and ten selected residents of the study area was used to administer the 753 instruments required to collect the data. The main survey was conducted using the procedures and materials considered to be effective based upon the experiences of a pilot survey. The collected data was summarized and a preliminary evaluation made to identify the information required for the development of the model educational program.

Several major activities had to be completed prior to the initiation of the main survey. These activities are outlined in Appendix D to aid the reader in gaining a better understanding of Phase I of Project REDY.

Phase II. The second phase of Project REDY focused upon an in-depth study of the characteristics of the families residing in the study area who were considered to be most severely disadvantaged both economically and socially.

The in-depth study of severely disadvantaged families was made using a random sample of 61 families which represented a 25 percent sample of the identified population of deprived families. The data represented a total of nearly 400 individual family members. Information regarding the dimensions selected for study was collected by three trained University staff researchers. A total of 244 instruments were used to collect the needed data and interviewer's observations were recorded on audio tape on-site for each family. The data obtained as a result of this in-depth study were summarized and evaluated to identify information needed for the development of the model educational program.

A series of major activities were completed as part of Phase II before the in-depth study of severely disadvantaged families was initiated. These activities are outlined in Appendix E.

Phase III. The third phase of Project REDY, which was nearing its conclusion at the time this report was written, dealt with the development of a tentative model educational program, the application of this model educational program in a realistic on-site situation, and the revision of the model educational program into a form which would be tested in the exemplar phase of Project REDY.

A group of 15 severely disadvantaged families, representing 85 individuals, residing in the area in which Phase I and Phase II were conducted have been participating in the model educational program. These families, selected from the sample of disadvantaged families surveyed in Phase II, served as the experimental group with which the model educational program, as originally defined, was tried out and evaluated. Pretest data was collected for the group of 15 families to

help the researchers evaluate the success of the model program. An on-site coordinator who lived in the study area conducted the model educational program and assisted the researchers in evaluating the methods and materials used in the program. To date, procedures and materials which have been tried out, evaluated, and revised for use in Phase IV include:

1. Establishing rapport with the families.

2. Motivating the families to participate in the model educational program.

3. Assisting families in defining goals which they would like to reach.

4. Helping families reach a position where they begin to make decisions which lead toward fulfillment of their goals.

5. Initiating actions based upon the decisions they have made.

The instruction provided these families has been through group meetings at an attendance center and through individual instruction at the residences of the families.

In addition to the identification of the experimental group of families in Phase III, two control groups were also established. Pretest data was collected for control group one similar to that collected for the experimental group. Posttest data will be collected for all three groups at the conclusion of Phase III to aid in the final evaluation of the model educational program.

Additional activities, not mentioned in the above paragraph, were completed during Phase III. These activities are outlined briefly in Appendix F to aid the reader in gaining a better understanding of the third phase of Project REDY.

Phase IV. The fourth phase of Project REDY was approaching its midpoint at the time this publication was prepared. Phase IV involved the experimental evaluation and demonstration of the model educational program developed as a result of the Phase III effort.

Five exemplar centers were identified from the universe of economically depressed rural areas of Illinois. A total of 58 families, representing 262 individuals were involved in the exemplar phase of Project REDY. Five local coordinators, one in each of the centers, were responsible for initiating and carrying out the model educational program, using the suggested procedures and materials provided by the University research staff. In addition, the local coordinators and members of the University research staff collected pretest data for each family involved in the fourth phase of Project REDY and will collect posttest data at the conclusion of the research.

Methods and materials developed in Phase III for initiating the model REDY educational program have been tried out and are being evaluated in Phase IV. When this report was written, the exemplar centers were completing the "attention-getting" stage of the educational program and were involved in the initiation of the "motivation" stage developed in Phase III. Preparations were being made for initiating the "goal definition" stage.

In Phase IV a series of important activities had been completed at the time of this report. These activities are reported in Appendix G.

Phase V. The fifth and final phase of Project REDY will include the activities related to the final analysis of data and the writing of the final reports of Project REDY. While this last stage had not been started at the time of this report, the continuing preliminary analysis of data will contribute directly to the completion of Phase V.

IV. FUTURE ACTIVITIES

Project REDY has reached a point where staff time and financial resources can be partially allocated to the dissemination of preliminary findings. The successful completion of the research has, and remains, the primary focus of the researchers. The researchers feel that the preliminary analysis of data and the experience obtained in the development of the model REDY educational program are of sufficient importance that a small proportion of the project resources can be allocated to the dissemination of information through preliminary reports without jeopardizing the quality of the research.

Preliminary reports of important findings are presently being prepared and will be published periodically until the final report is written. These interim reports will be disseminated throughout the nation to those people interested in improving the situation of severely disadvantaged depressed rural areas.

A series of activities remain to be completed in Phase III, IV, and V. The final stages of the tentative model educational program will be completed in Phase III. Posttest data will be collected for the experimental group and both control groups identified in the third phase. All data will be analyzed to determine the success of the model educational program and, if necessary, appropriate changes will be incorporated in the programs being conducted in the exemplar centers.

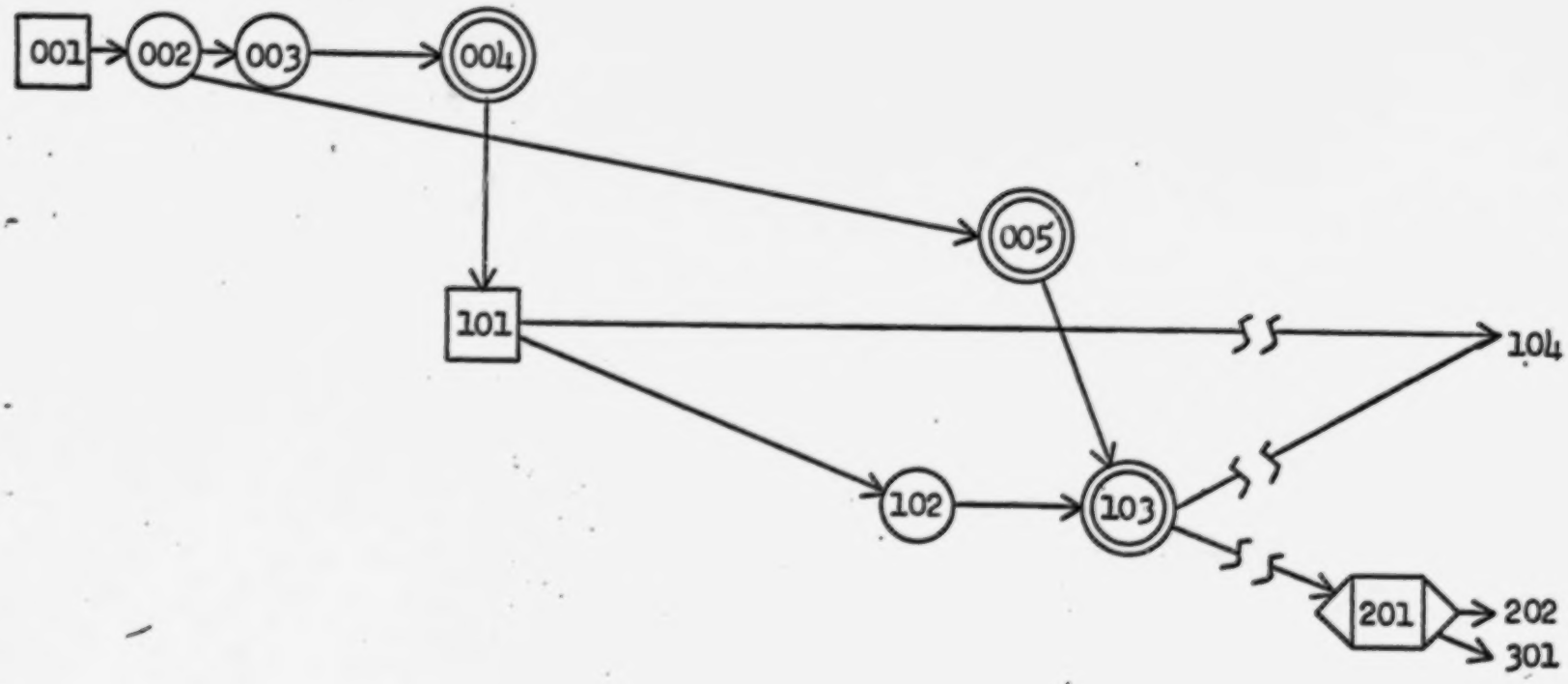
Phase IV, the exemplar effort of the research, will be concluded approximately May 30, 1969. At that time posttest data will be collected for the experimental groups and the control groups. The data will be analyzed and the success of the model REDY educational program evaluated.

Phase V will include the synthesis of the findings of Phases I, II, III, and IV into a final report. Also, the model educational program will be published in a form usable by persons throughout the United States who may wish to better meet the needs of severely disadvantaged rural families.

APPENDIX A

PROJECT REDY

PERT - MAJOR EVENT NETWORK

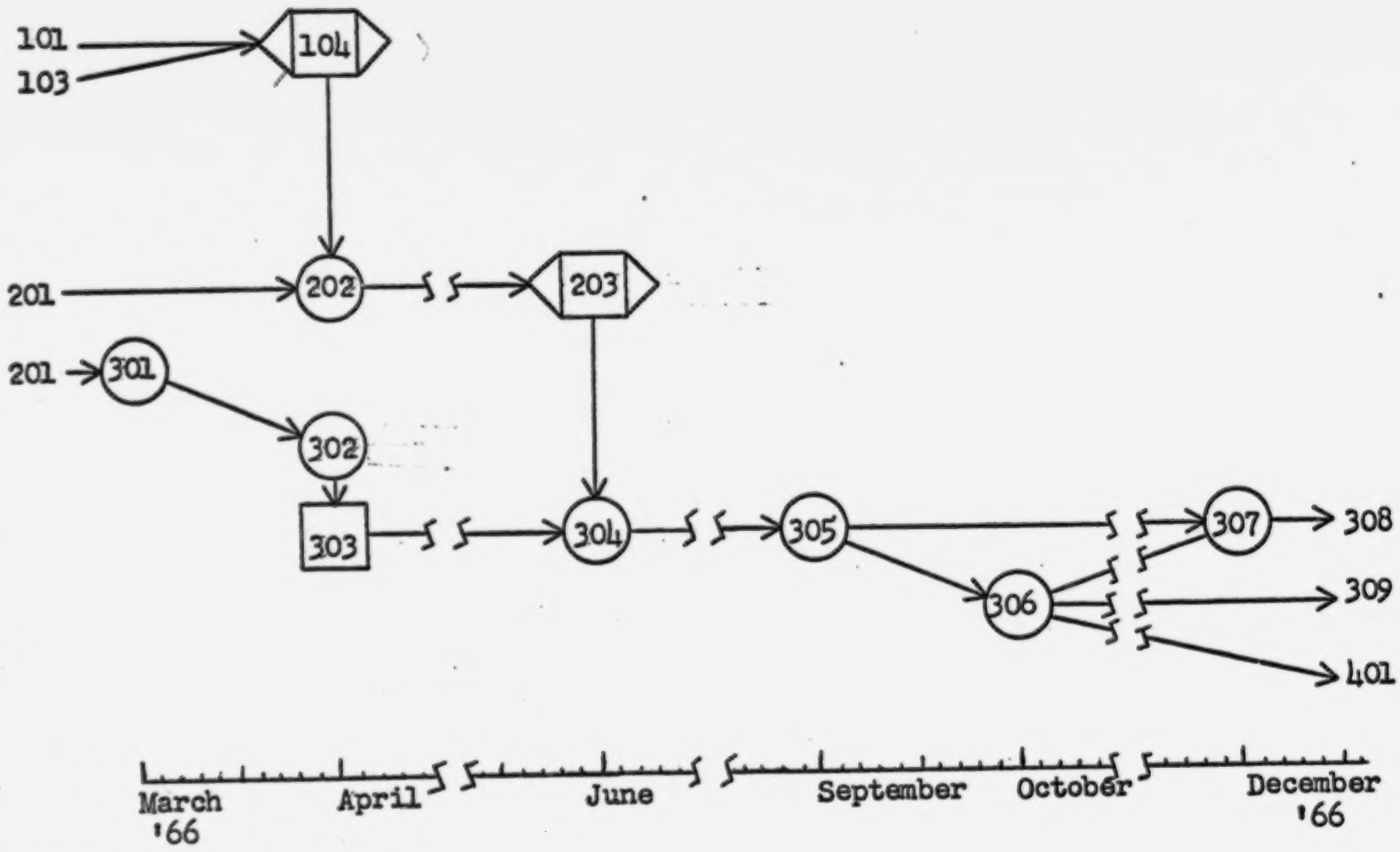


June '65 — July — August — September — October — November '65 — February '66

Event Number	Event Description	Event Date	Expected Months Elapsed Time to Next Event	Successor Event Number
001.	Contract go-ahead-Project REDY	June 1, '65	.5	002
002.	Start derivation of project guidelines	June 15, '65	.5	003
			4.0	005
003.	Start PERT major events for Phase I and II (Preliminary)	July 1, '65	1.0	004
004.	Complete PERT major events for Phase I and II (Preliminary)	Aug. 1, '65	0	101
101.	Start Phase I	Aug. 1, '65	2.0	102
			7.0	104
102.	Start PERT Phase I and II	Oct. 1, '65	1.0	103
005.	Complete derivation of project guidelines	Oct. 15, '65	.5	103
103.	Complete PERT Phase I and II	Oct. 30, '65	5.0	104
			3.0	201
201.	Start Phase II	Feb. 1, '66	2.0	202
			1.0	301

PROJECT REDY

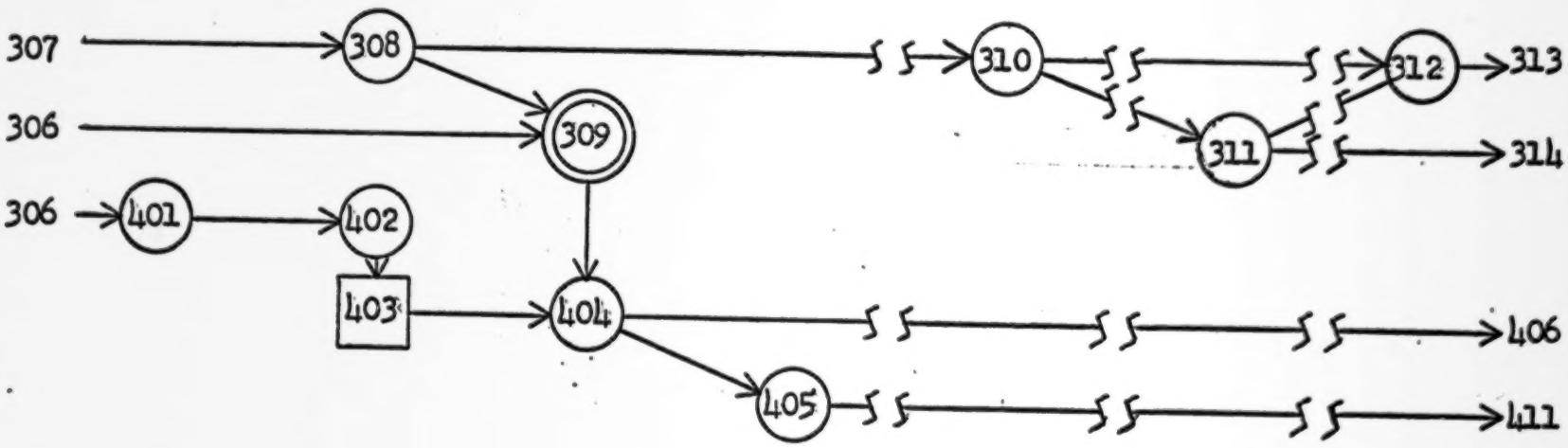
PERT - MAJOR EVENT NETWORK



Event Number	Event Description	Event Date	Expected Months Elapsed Time to Next Event	Successor Event Number
301.	Start PERT Phase III	March 1, '66	1.0	302
104.	Complete Phase I	March 30, '66	0	202
202.	Program adjustment	March 30, '66	2.0	203
302.	Complete PERT Phase III	March 30, '66	0	303
303.	Start Phase III	April 1, '66	2.0	304
203.	Complete Phase II	June 1, '66	0	304
304.	Program adjustment	June 1, '66	3.0	305
305.	Start conducting first stage of "model" program	Sept. 1, '66	1.0 3.0	306 307
306.	Start identification of effective techniques used in first stage of "model" program	Oct. 1, '66	2.0 8.0 6.0	307 309 401
307.	Preliminary adjustment of first stage of "model" program	Dec. 1, '66	6.0	308

PROJECT REDY

PERT - MAJOR EVENT NETWORK



April '67 — May — June — July — September — November — December '67

Event Number	Event Description	Event Date	Expected Months Elapsed Time to Next Event	Successor Event Number
401.	Start PERT Phase IV	April 1, 1967	1.0	402
402.	Complete PERT Phase IV	April 30, '67	0	403
308.	Complete conducting first stage of "model" program	April 30, '67	1.0	309
403.	Start experimental treatment of first stage of "model" program	May 1, '67	1.0	404
309.	Complete identification of effective techniques used in first stage of "model" program	June 1, '67	0	404
404.	Final adjustment in experimental treatment of first stage of "model" program	June 1, '67	1.0 11.0	405 406

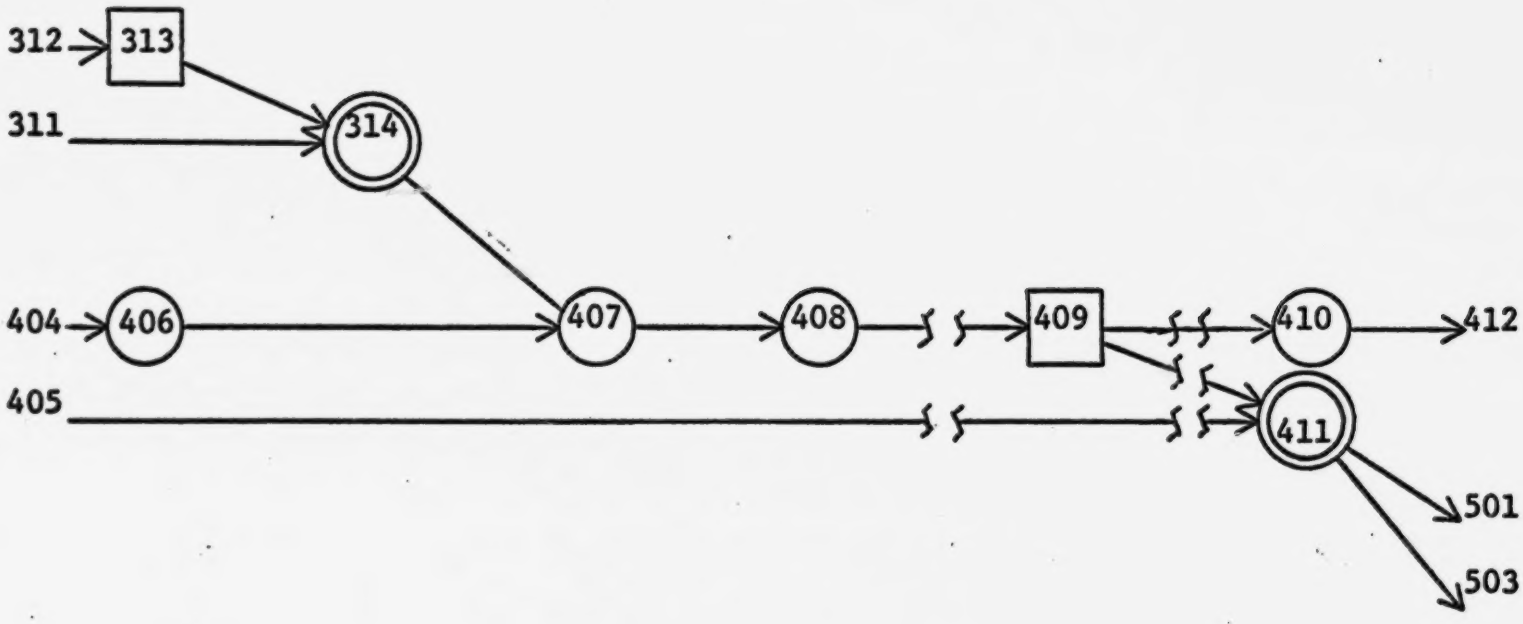
PROJECT REDY

PERT - MAJOR EVENT NETWORK

Event Number	Event Description	Event Date	Expected Months Elapsed Time to Next Event	Successor Event Number
Page 3 Events				
405.	Start evaluation of effective processes and materials used in experimental treatment of first stage "model" program	July 1, '66	12.0	411
310.	Start conducting the second stage of "model" program	Sept. 1, '66	2.0	311
311.	Start identification of effective techniques used in second stage of "model" program		1.0 7.0	312 314
		Nov. 1, '66		
312.	Preliminary adjustment of second stage of "model" program	Dec. 1, '66	5.0	313
Page 5 Events				
313.	Complete conducting second stage of "model" program	May 1, 1968	1.0	314
406.	Complete experimental treatment of first stage "model" program	May 1, '68	2.0	407
314.	Complete identification of effective techniques used in second stage of "model" program	June 1, '68	1.0	407

PROJECT REDY

PERT - MAJOR EVENT NETWORK

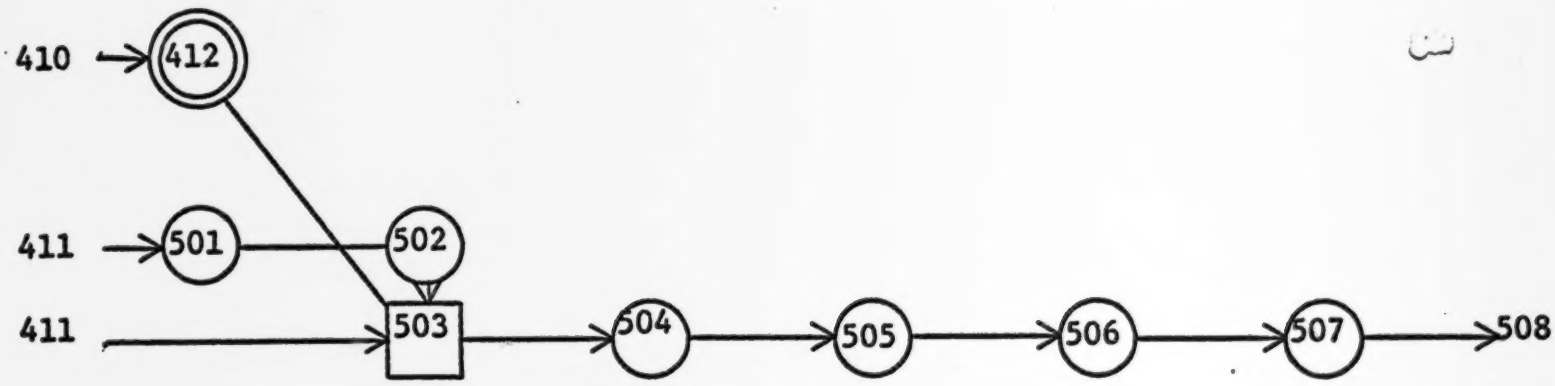


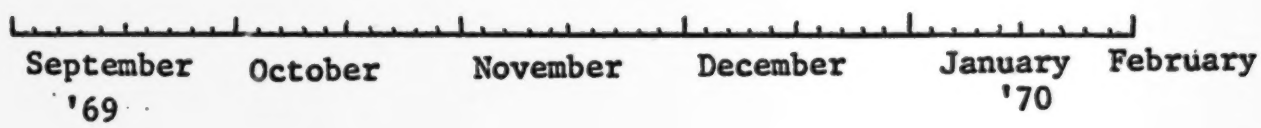
May '68 | June | July | August '68 | May '69 | July '69

Event Number	Event Description	Event Date	Expected Months Elapsed Time to Next Event	Successor Event Number
407.	Final adjustment in experimental treatment of program	July 1, '68	1.0	408
408.	Start experimental treatment of second stage of "model" program	Aug. 1, '68	9.0	409
409.	Complete experimental treatment of second stage of "model" program	May 1, 1969	2.0 2.0	410 411
410.	Start evaluation of experimental treatment final results	July 1, '69	2.0	412
411.	Complete evaluation of experimental treatment processes and materials	July 1, '69	2.0 2.0	510 503

PROJECT REDY

PERT - MAJOR EVENT NETWORK

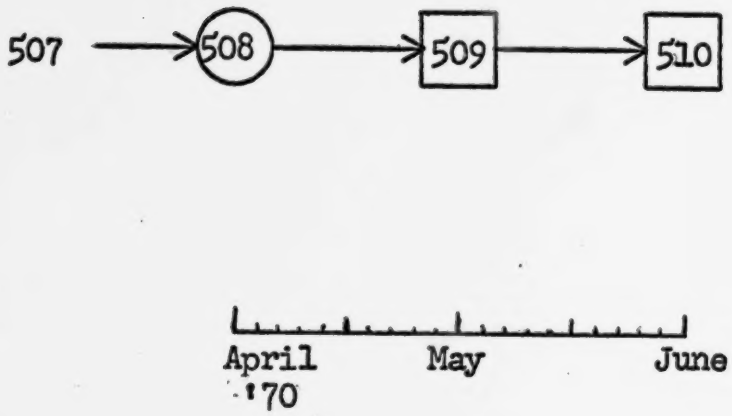




Event Number	Event Description	Event Date	Expected Months Elapsed Time to Next Event	Successor Event Number
412.	Complete evaluation of experimental treatment final results	Sept. 1, '69	1.0	503
501.	Start PERT Phase V	Sept. 1, '69	1.0	502
502.	Complete PERT Phase V	Sept. 30, '69	0	503
503.	Start writing final project report	Oct. 1, '69	1.0	504
504.	Complete write-up of Phase I	Nov. 1, '69	1.0	505
505	Complete write-up of Phase II	Dec. 1, '69	1.0	506
506.	Complete write-up of Phase III	Jan. 1, 1970	1.0	507
507.	Complete write-up of Phase IV	Feb. 1, '70	2.0	508

PROJECT REDY

PERT - MAJOR EVENT NETWORK



Event Number	Event Description	Event Date	Expected Months Elapsed Time to Next Event	Successor Event Number
508.	Complete first draft of final project report	April 1, '70	1.0	509
509.	Complete final project report	May 1, '70	1.0	510
510.	Submit final project report	May 30, 1970		

APPENDIX B

Information Collected

After reviewing the data collected and conducting on-site inspection trips, the researchers identified the county in which Phases I, II, and III of Project REDY would be conducted.

To aid in the development of the total project as well as in the identification of an appropriate study area, a group of consultants were identified and contacted. The following people were used as consultants for Project REDY:

1. Alex Lawson, Director, Illinois Education Program for Adults on Welfare.
2. Thomas Mann, Associate Director, Illinois Education Program for Adults on Welfare.
3. Dr. Alice Jonietz, Clinical Psychologist, University of Illinois, and consultant for project.
4. Dr. A. E. Trask, Educational Sociologist, University of Illinois, Bureau of Educational Research, and consultant for project.
5. Dr. J. Thomas Hastings, Director, CIRCE, University of Illinois, and consultant for project.
6. Dr. Robert Stake, Associate Director, CIRCE, University of Illinois, and consultant for project.
7. Dr. R. G. F. Spitze, Economist specializing in the economics of rural areas, University of Illinois, and consultant for project.
8. Dr. E. L. Sauer, Rural Area Development, University of Illinois, and consultant for project.
9. Dr. Jacquetta H. Burnett, Research Cultural Anthropologist, University of Illinois.
10. Dr. D. E. Lindstrom, Rural Sociologist, University of Illinois, and consultant.
11. Mr. Kenneth Green, Chief, Division of State and Local Planning, Department of Business and Economic Development, Springfield, Illinois.
12. Dr. Robert Ferber, Research Professor, Bureau of Economic and Business Research, University of Illinois.
13. Professor Neil Ford, Bureau of Economic and Business Research, University of Illinois.
14. Professor Mildred Nuttall, Cooperative Extension Service, University of Illinois.
15. Professor Merlin Tabor, The Jane Addams Graduate School of Social Work, University of Illinois.

16. Rev. Jack Jones, Champaign County Economic Opportunity Council, Urbana, Illinois.

17. Dr. Merle Karnes, Director of Occupational Education for Potential Dropouts, Champaign Public Schools, Champaign, Illinois.

18. Mr. Guy Jones, Director, Prevocational Curriculum Project, Champaign Public Schools, Champaign, Illinois.

The individual interviews with each consultant centered around the following areas:

1. Discussion of Project REDY.

2. Identification of the kinds of information that should be collected.

3. Identification of persons or agencies that could supply the needed information.

4. Suggestions regarding standardized instruments which might be appropriately used in collecting data about the characteristics of families.

5. Effective procedures for working with people in economically depressed rural areas.

The information obtained during the initial interviews with the consultants was used in the development of Project REDY. Additional help was obtained from these consultants throughout the conduct of the project when it was considered appropriate.

APPENDIX C

Instrumentation

The selection and development of appropriate data collection instruments was completed for an in-depth study of a cross-section sample of the population residing in the economically depressed rural area where the model educational program was to be tried out. The two dimensions to be studied were defined as (1) psychometric and (2) sociometric. After a careful review of the literature, the following standardized instruments were selected as being appropriate for use in this project:

1. Community Solidarity Index Schedule by Donald R. Fessler.[20] The mean of the total score is considered as the index of a person's opinion of the quality of the community. The scores represent the consensus of opinion between individuals living in a community regarding certain selected aspects of their community.

2. Gordon Occupational Check List by Leonard V. Gordon.[21] Individuals select occupations which they consider appropriate for their interests and abilities from a large number of existing occupations. The instrument provides information regarding the occupational interests of the group being surveyed.

3. Minnesota Survey of Opinion (Short Form) by E. A. Rundquist and R. F. Sletto.[22] The scores obtained from this instrument provide an indication of a person's morale and general adjustment in terms of his or her present way of life in American society.

4. Sims SCI Occupational Rating Scale by Verner M. Sims.[23] The score obtained from the scale reveals the level in the social structure of American society with which a person identifies. The scale also yields a measure of "occupational," or "social class" tolerance.

5. Wants and Satisfaction Scale by Edgar C. McVoy.[24] The scale measures the wants, or wishes and interests, of individuals and the degree to which the people feel their wants are being satisfied.

6. Your Leisure Time Activities by C. R. Pace.[25] The instrument measures the degree to which people use and enjoy their leisure time in terms of customary leisure time activities.

20/Donald R. Fessler, "The Development of a Scale for Measuring Community Solidarity," Rural Sociology, Vol. 17, pp. 144-52 as reported in Delbert C. Miller, Handbook of Research Design and Social Measurement, pp. 198-201.

21/Leonard V. Gordon, Gordon Occupational Check List Manual, p. 3.

22/Edward A. Rundquist and Raymond F. Sletto, "Personality in the Depression," as reported in Delbert C. Miller, Handbook of Research Design and Social Measurement, pp. 152-172.

23/Verner M. Sims, Sims SCI Occupational Rating Scale, Manual of Directions, pp. 1 and 8.

24/Edgar C. McVoy, "A Method of Measuring the Satisfaction of Wants," pp. 80-88 as reported in Delbert C. Miller, Handbook of Research Design and Social Measurement, p. 239.

25/C. R. Pace, They Went to College, as reported in Delbert C. Miller, Handbook of Research Design and Social Measurement, p. 213.

It was recognized that certain family characteristics would not be identified by using only the standardized instruments. Therefore, the researchers developed the Family Data Record Form. The dimensions for which data were collected on the Family Data Record Form included:

1. Residence.
2. Income.
3. Ancestry.
4. Family.
    a. Size.
    b. Members.
    c. General information.
    d. Education.
    e. Employment.
    f. Migration.

APPENDIX D

Phase I. Activities

The population universe consisting of the economically depressed rural areas of Illinois in which severely disadvantaged families resided was identified. Available demographic data were examined and the 20 most severely depressed rural Illinois counties were identified. Major dimensions considered in the identification of the 20 counties were, for each county:

1. The median annual family income of all families and of farm families.

2. The number and percentage of rural families.

3. The number and percentage of rural families having an annual income between:

   a. 0 and 1,000 dollars.

   b. 1,001 and 2,000 dollars.

   c. 2,001 and 3,000 dollars.

Additional demographic data were analyzed to help identify the counties which most typified the depressed rural regions of Illinois. Three counties were selected as being appropriate for further study. The counties were considered to possess characteristics which would make the research findings generalizable to the majority of depressed rural areas in Illinois. Additional data were examined for these counties in the following dimensions:

1. Economic.

2. Anthropological.

3. Psychological.

4. Sociological.

Tentative procedures were developed for the collection of data by means of personal interviews with each family identified for study. An interviewer's manual was developed to guide the interviewer and insure continuity in the data collection procedures.

The researchers proceeded to test on a pilot basis, both the tentative survey procedures and the instrumentation before initiating the survey in the main study area. An appropriate community was selected in which to conduct the pilot investigation of the effectiveness of the proposed survey techniques. The following aspects of the in-depth survey were tried out in the pilot study, using a population of 35 families in an economically depressed rural area:

1. Procedures for obtaining support of key individuals in the local community.

2. Procedures for identifying by name, the families living in the survey areas.

3. Sampling procedures for obtaining a representative cross-section sample of the families.

4. Procedures for randomly assigning a specified number of standardized instruments to the families identified in the sample.

5. Training procedures to prepare and assist the local on-site coordinator.

6. Procedures for selecting appropriate interviewers from the community being studied.

7. Training procedures for preparing local interviewers to conduct the survey.

8. Data collection procedures.

9. Procedures for summarizing the data collected.

10. Procedures for evaluating the data to obtain the information needed in the preparation of the model educational program.

The pilot survey was completed and the effectiveness of the methodology and instrumentation analyzed. Slight modifications were made in preparation for the main survey.

APPENDIX E

Phase II. Activities

The economically depressed rural area of Illinois in which the main survey of a cross-section of families was conducted also served as the site for the Phase II survey of severely disadvantaged families. To make the most efficient use of men and money, the research procedures were so designed that staff and financial resources could be committed to the initiation of the Phase II survey before the Phase I survey was concluded. Therefore, the initial stages of Phase II were being conducted as the final activities in Phase I were being completed.

The identification of severely disadvantaged families living in the research area required that selection criteria be developed. For the purpose of this study, families were identified that had the following characteristics:

1. Head of the household about age 55 or younger.

2. Average annual family income $3,000.00 or less.

3. Presently have, or have had, children living with the family unit. Families who were considered to be economically disadvantaged in terms of state and county welfare agency criteria were also included, even though their annual income might be above $3,000.00.

The names of the appropriate severely disadvantaged families and directions to reach their place of residence were obtained. A special procedure was developed to obtain this information as there was no single individual or agency in the study able to identify the total population of severely disadvantaged families to the satisfaction of the researchers.

The instrumentation used in Phase I was also used in this phase of the research. In addition, procedures were developed to record on tape at the conclusion of each interview, the impressions of surveyors obtained regarding the following dimensions:

1. Family attitudes.
2. Goal orientation.
3. Provincialism.
4. Attitudes toward education.
5. Values.
6. Health.
7. Rigidity.
8. Family structure.
9. The home and its surroundings.

Members of the University research staff received training regarding the interview procedures to insure continuity in the collection of data. (Only University research staff members were used to conduct the in-depth study of severely disadvantaged families.) A random sample of families was drawn from the population of severely disadvantaged families identified as meeting the criteria for this project. These families were interviewed and the necessary data collected, summarized and evaluated.

APPENDIX F

Phase III. Activities

The model educational program was tentatively defined and divided into five stages: (1) "attention getting," (2) "motivation," (3) "goal definition," (4) "action," and (5) "follow-up." Guidelines were developed for each stage of the model program. The guidelines included suggestions to the on-site coordinator regarding methods and procedures to use in completing each stage of the model educational program. The guidelines also included suggested teaching plans for both group and individual instruction as well as suggested instructional materials. Teaching plans have been prepared, tried out, and partially evaluated for the following units of both group and individual instruction:

Unit I. Youth and Career Choices.

Contents

1. Identifying Occupational Potential of Children.
2. Determining Personal Interest and Preferences.
3. Determining Availability and Cost of Education Programs.
4. Developing Educational Programs to Fulfill Goals.
5. Preparing to Enter Chosen Occupation.
6. Analyzing Problems Facing Youth When Getting Started.
7. Analyzing Problems Confronting Families in the Community.
8. Adjusting Family Finances to Attain Educational Goals.
9. Utilizing Public Education and Library Facilities.
10. Utilizing Employment Training Programs.
11. Reviewing and Revising Financial, Educational, and Career Goals.

Unit II. Family Financial Management.

Contents

1. Analyzing Economic Situation of Family.
2. Establishing Realistic Immediate Financial Goals.
3. Establishing Realistic Long-Range Financial Goals.
4. Developing Long-Range Financial Goals.
5. Planning Financial Management.
6. Planning Family Finances to See How Educational Goals Can Be Attained.

7. Adjusting Family Resources to Reach Family Goals.

8. Utilizing Public Health Services.

9. Determining Sources and Cost of Credit.

10. Supplementing Income Through the Use of Credit.

Unit III. Improvement of Family Income.

Contents

1. Analyzing Present Employment in Terms of Providing Adequate Income and Personal Satisfaction.

2. Appraising the Basic Resources of the Farm.

3. Determining Employment Opportunities In and Outside of the Community.

4. Determining Experience and Educational Requirements of Alternative Jobs.

5. Using Farm Records.

6. Recognizing the Proven Productive Enterprises of the Area.

7. Using Farm Records in Enterprise Adjustment.

8. Obtaining Technical Agricultural Information.

9. Determining When and How to Borrow Money for Production.

10. Summarizing and Analyzing Farm Records.

Project REDY staff members have made regular visits to the local coordinator at the sight of the research. During the visits the staff members and local coordinator discussed the progress of the research, evaluated the methods and materials used and planned the next activity to occur in the model program. The local coordinator provided the project staff with written reports and taped reports regarding both his work with the individual families and the results of the group instruction. The information obtained during the visits, the written reports, and taped evaluations provided by the on-site coordinator were used to modify the tentative model educational program as it progressed. The information will also be used in evaluating the success of the model educational program at its conclusion.

APPENDIX G

Phase IV. Activities

Data collected for the universe of all economically depressed rural areas in Illinois were examined and ten high school districts were identified as being suitable for use in Phase IV, the exemplar phase of Project REDY. Five of the school districts were identified as exemplar centers and were matched with five school districts having similar characteristics. The matching school districts will serve as a control for the experimental design of the research.

A local coordinator was selected in each of the five exemplar centers. University research staff members made on-site contacts with the local coordinators. During these contacts, the local coordinators were informed of their role in the project and given the guidelines materials needed for initiating the program. The local coordinator then followed suggestions contained in the guidelines and started the model REDY educational program in their school districts. Research staff members are keeping in touch with each local coordinator by phone and through on-site visits. Information is being collected regarding the effectiveness of the suggested guidelines and will be used in the final evaluation of the model REDY educational program.

Prodecures similar to those used in starting the model REDY educational program were used in initiating and conducting the "attention-getting" stage and the "goal definition" stage. Also, a one-day seminar was conducted at the University for the coordinators of the five exemplar programs and the coordinator of the Phase III developmental program to discuss the total model educational program and the "attention-getting" and "motivation" stages in specific.

The five control centers were selected to serve as a source of pretest and posttest data. They will not receive the experimental treatment which is the model educational program. University research staff and a local coordinator in each of the control centers are involved in the collection of selected data related to a sampling of severely disadvantaged rural families.

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